

REVISED: March 28, 2005

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: ☒ Elementary ☐ Middle ☐ High ☐ K-12

Name of Principal: **Mrs. Kay L. Pirch**

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name: **Osage Beach Elementary, Camdenton R-III School District**

(As it should appear in the official records)

School Mailing Address: **4427 Highway 54**

(If address is P.O. Box, also include street address)

Osage Beach

MO

65065-2172

City

State

Zip Code+4 (9 digits total)

County: **Camden**

School Code Number***(OBE 4080; District 115-002)**

Telephone **(573) 348-2461**

Fax **(573) 348-2820**

Website/URL: **<http://camdenton.k12.mo.us/>**

E-mail: **kpirch@mail.camdenton.k12.mo.us**

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* **Mr. Ronald Hendricks**

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name: **Camdenton R-III Schools**

Tel. **(573) 346-9213**

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: **Mr. John Blair, President**

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

4____ Elementary schools
 1____ Middle schools
 0____ Junior high schools
 1____ High schools
 2____ Other (Career & Technical and an Alternative H.S.)

 8____ TOTAL
 2. District Per Pupil Expenditure: \$7,222.00_____
- Average State Per Pupil Expenditure: \$7,394.00_____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☒ Small city or town in a rural area
☐ Rural
4. 3 years Number of years the principal has been in her/his position at this school.

N/A If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only: (2004-2005)

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	0	0	0	7			
K	32	15	47	8			
1	21	19	40	9			
2	17	17	34	10			
3	16	25	41	11			
4	09	24	33	12			
5	25	22	47	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							242

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>92</u> | % White |
| <u>1</u> | % Black or African American |
| <u>4</u> | % Hispanic or Latino |
| <u>3</u> | % Asian/Pacific Islander |
| <u>0</u> | % American Indian/Alaskan Native |
| 100% Total | |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 16 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	14
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	17
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	31
(4)	Total number of students in the school as of October 1 (2003-2004)	197
(5)	Subtotal in row (3) divided by total in row (4)	.16
(6)	Amount in row (5) multiplied by 100	16

8. Limited English Proficient students in the school: 5 %
11 Total Number Limited English Proficient

Number of languages represented: 3
Specify languages: Spanish, Chinese, and Indian

9. Students eligible for free/reduced-priced meals: 27 %

Total number students who qualify: 66

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 7 %
16 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u>1</u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>8</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>01</u>	<u> </u>
Classroom teachers	<u>12</u>	<u> </u>
Special resource teachers/specialists	<u>02</u>	<u>07</u>
Paraprofessionals	<u>05</u>	<u> </u>
Support staff	<u>07</u>	<u>01</u>
Total number	<u>27</u>	<u>08</u>

12. Average school student-“classroom teacher” ratio: 20
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	95%	95%	95%	96%	95%
Daily teacher attendance	97%	97%	97%	96%	97%
Teacher turnover rate	16%	11%	21%	16%	22%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 600 words). Include at least a summary of the school's mission or vision in the statement.

Osage Beach Elementary is part of the Camdenton R-III School District, with a long-standing tradition of excellence in education. Our school is small, but our expectations are big. We believe that high expectations guarantee success for all students, regardless of socio-economic status and limited experiences or culturally diverse backgrounds.

The Camdenton R-III schools place a high value on quality education. Striving to provide that education in the face of unprecedented growth in student population presents a great challenge. Teachers, students, and patrons have worked hard to meet that challenge. Today the district holds the rating of Accredited with Distinction in Performance from the Missouri Department of Elementary and Secondary Education. All the district's schools are accredited by the North Central Association of Colleges and Schools.

Osage Beach Elementary School, located in Osage Beach, Missouri, is very proud of its students, parents, staff, administration, and community. Our school is a safe, cheerful place where teachers, staff, and administration work hard to see that every child has a chance to grow and develop into the finest and most productive person he or she can be. We sincerely care about our students and want to see each child succeed.

Statistically, we are a small K-5 school (242 students) with a 26.9% free and reduced lunch program (district wide, 42%). Fast approaching becoming a first-class county, we are becoming more diversified with students of Limited English Proficiency that include Spanish, Chinese and Indian ethnic groups. We service students with a wide range of disabilities through our Special Education Department.

Our vision at Osage Beach Elementary is to provide a positive and nurturing environment where all students and staff are active participants in the learning process. This positive learning environment motivates both student and staff members by providing a foundation for continuous learning where students develop life skills, as well as respect for themselves and others. Our mission is to enable all students to become responsible, productive citizens in a changing world.

Academically, we have been in the top ten schools in Missouri in percent of students scoring in the top two levels, the Advanced and Proficient, for the past 5 years in 4th grade Mathematics on the state assessment. Our standardized test scores are above national norms in all areas. We have very high expectations with a great support system to assist all students in being successful learners! Failing is not an option. We seek and use various methods and strategies to accommodate the needs of all students. We have an excellent teaching and support staff. Our families support our vision and mission and want their children to succeed. Students feel safe and secure and know that they are respected and loved. They know the importance of learning and they want to achieve and be successful.

Teachers facilitate learning, critical thinking and problem-solving rather than just providing information. Students, teachers, parents and staff are all accountable for the success, support, and nurturing of students for optimum development. Everyone connected with Camdenton R-III Schools believes all students can learn and need to be willing learners. Since the formation of this district, educators have helped thousands of students successfully meet the challenge of work, learning and living.

Osage Beach Elementary knows it takes a caring learning environment, dedicated teachers, enthusiastic parents, and a strong community to educate a child. Success for every student is our way of life at our school and truly no child is left behind.

PART IV – INDICATORS OF ACADEMIC SUCCESS

- 1. Describe in one page the meaning of the school's assessment results in reading (language arts or English) and mathematics in such a way that someone not intimately familiar with the tests can easily understand them. Explain disparities among subgroups. If the school participates in the state assessment system, briefly explain the state performance levels and the performance level that demonstrates meeting the standard. Provide the website where information on the state assessment system may be found.**

The Missouri Assessment Program (MAP) is a performance-based assessment for use by all public schools in the state, and is required by the Outstanding Schools Act of 1993. This test is designed to measure student progress toward meeting the Missouri Show-Me Standards, which consist of 73 rigorous academic standards that require students to apply knowledge to real-world problems. The MAP, therefore, measures not only what students know, but also how well they can apply that knowledge.

The three types of items used on the MAP tests are: multiple choice questions, constructed response, and performance events. The familiar multiple-choice questions require students to select the correct answer. The short-answer, constructed response items ask students to supply the appropriate answer. The performance events consist of difficult or multi-step problems that students must work through to solve.

The results are presented in graph form consisting of five levels: Step One, Progressing, Nearing Proficiency, Proficient, and Advanced. It is desirable to have students in the top two levels, which are the Proficient and Advanced categories. The goal is two fold: (1.) to increase the number of students in the upper two levels [Proficient and Advanced] and (2.) to decrease the number in the lower two levels [Step One and Progressing]. The Terra Nova is a nationally normed part of the MAP test that is reported as a median percentile and represents the multiple-choice format of the test.

The 2003-04 test results in mathematics for Osage Beach Elementary School indicate that 81.8% of the 4th grade students scored in the proficient and advanced levels, and 100% were at the progressing, proficient, and advanced levels (the top three levels). This indicates that students understand how to solve multi-step problems through the use of various strategies. Students are systematically taught how to attack a math problem and determine if the answer appears to be correct. These high scores indicate that the math games, practical math discussion, mental math work, and problem solving that students learn are helping them to process mathematics at a high level.

The communication arts MAP scores for 3rd grade students have steadily increased from year to year and indicate that 63% of these students scored in the proficient and advanced levels. Although results indicate that students are performing at or above grade level, the work at Osage Beach Elementary School is not complete until every child can read and write at advanced or proficient levels. Teachers must continue to meet individual student needs through the diligent implementation of the balanced literacy program, hard work, and tenacity.

Although we have a small number of low socio-economic students, the number is not statistically significant to address as a sub-group for the purposes of this report.

- 2. Show in one-half page (approximately 300 words) how the school uses assessment data to understand and improve student and school performance.**

Our school analyzes student assessment data to understand and improve student and school performance. Students' performances on the MAP are used to guide school improvement and instruction. Clear Access, a computer program, helps us identify specific weak areas. We have utilized improved reading

strategies, more hands-on and small group activities, and higher order thinking skills within our instruction based on this data. These changes helped our students improve their performance and achievement so much that they hold the distinction of being the highest achievers in communication arts in our school district.

The CTBS Terra Nova Multiple Assessment is administered to all students, early in the school year. The results of this assessment aid in identifying our students that are below grade level in reading and math performance. Individual plans and extra tutoring assistance are provided through our after-school program.

Informal assessments are also utilized on a daily basis by classroom teachers to help plan instructional activities to improve student achievement. For example, if it is determined that many of the students are having difficulty with a particular topic, the teacher provides a mini-lesson and additional activities to reinforce and further develop this skill.

Grade and building level meetings are held on a regular basis to review achievement and assessment results. When weaknesses are identified, teachers focus on the curriculum being taught and examine the instructional strategies being used to see how they can be adjusted to help improve achievement and assessment results. On an individual basis, students work on performance activities in their classrooms. Using rubrics, teachers evaluate the results. When the data is analyzed, it is used to identify strengths and weaknesses of student understanding. Goals are formulated and initiated.

No matter what is being examined, assessment must be ongoing. Student achievement is always on the agenda at monthly grade level meetings. Strategies are shared and professional development activities are planned to address assessment needs.

3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

Communication plays a vital role at Osage Beach Elementary in our ongoing commitment to academic success. Individual teachers inform students and parents of classroom goals and the Student Handbook is distributed during Open House. Teachers and staff at Osage Beach Elementary ensure that students and parents receive and interpret assessment procedures and results. Communication is given in the form of progress reports, quarterly report cards, informal and formal assessment data, telephone calls, e-mail, and newsletters. Each fall parent/teacher conference nights are held. In addition, the principal writes a yearly letter explaining the assessment process.

The curriculum and learner objectives are furnished yearly to all families through the Parents Guide to the Curriculum. Students and parents are frequently provided information regarding student progress in meeting identified standards. An annual District Report Card and individual School Report Cards are sent to community members to inform them of the progress being made. These results are also published in local newspapers, as well as our Laker District Newsletter that is sent to all box holders in our district.

Standardized testing results from the Terra Nova and Missouri Assessment Program assessments are sent home with an explanation of the results. Opportunities are given to parents to discuss the interpretation of the results with teachers and staff by hosting a MAP Night for Parents. The principal, teachers, and staff of Osage Beach Elementary keep an open line of communication throughout the year with the community to make certain students will perform to the highest standard of learning. In addition, an assessment report to the Camdenton R-III School Board of Education is given each October. The principal communicates the buildings accomplishments, assessment data, and goals for the current school year. In addition, the first PTO meeting of each year is designated to share this same data and allow for any questions that may arise concerning the curriculum, testing process, or results.

4. Describe in one-half page how the school has shared and will continue to share its successes with other schools.

The staff at Osage Beach Elementary is always willing and excited to share successes as well as challenges with their peers. Our strategy for success is defined by high student achievement, narrowing the gap of all subpopulations, high student attendance, involved parents and community members, and addressing at-risk student needs. We have hosted many professional development activities with teachers from within the district, and will continue to do so. We find that when sharing what works for us we also gain a great deal of insight as to what to try next.

A majority of our staff belongs to several professional organizations thus, a very strong network exists. Due to the success of our networking and sharing we have found a very practical use of belonging to professional organizations. If selected, a No Child Left Behind-Blue Ribbon Ceremony for parents, students, staff, and community members will be held to recognize and celebrate our success. We will also be hosting a professional open house for teachers throughout our district, county, region, and state to share best practices. A committee made up of staff members will be available to speak at a variety of functions such as district meetings, local service organization meetings, and other school districts as requested. We hope to develop a school brochure that would include our district assessment plan and specific strategies to address high student achievement, narrowing the gap for all subpopulations, student attendance, parental and community involvement, and how we address the needs of at-risk students. Placing our school brochure, as well as this Blue Ribbon Application, on our district website will provide the opportunity for those around the world to access this information. This would also be available upon request to those who are unable to access it through the Internet. Press releases for local and regional media will be provided to communicate our achievement.

Our students, staff, and district look forward to the opportunity of becoming a school recognized by the No Child Left Behind-Blue Ribbon recognition program. We believe we have a strong understanding of the comprehensive process that must be in place for success to happen for every student and look forward to sharing that process with others.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school's curriculum. Outline in several sentences the core of each curriculum area and show how all students are engaged with significant content based on high standards. Include art and foreign languages in the descriptions (foreign language instruction as a part of the core curriculum is an eligibility requirement in grades seven and higher).

The Camdenton R-III School District formally adopts all written curricula for all subject areas, Communication Arts, Health and Drug Education, Mathematics, Social Studies, Science, Physical Education, Health, Art, Vocal and Instrumental Music at the elementary school level. Curriculum committees consisting of teachers, parents, administrators, and students follow a formal curriculum development process to determine the standards, skills, and content to be mastered at each grade level and each course. Through this process, curriculum in each content area has also been revised and aligned to the state and national standards, state curriculum frameworks and grade level expectations.

Curriculum development follows a clearly defined process. It is the responsibility of teachers and district-level coordinators to develop the district's entire curriculum. Curriculum is reviewed and monitored every five years and adjustments are made annually based on assessment data.

Our curriculum is a comprehensive program that involves a diverse number of skills including planning, implementation and assessment. Curriculum documents that reflect identified objectives and learner expectations are the focus of instruction in all grades K-5. The curriculum documents reflect learner development levels, ability and extension. They contain rationale statements, scope and sequence charts, program goals, learner expectations, activities, and grade-level assessments. Each curricular area document includes additional teaching support resources as needed to meet the curricular intent of the document.

Programs and services are based on students' needs and focused on helping every child reach their full potential. Instruction takes place through whole group, small group and one-on-one. A variety of resources and materials are used in daily instruction that enhances higher order thinking skills, problem solving, critical thinking and hands-on experiences. Classroom work and assignments are designed to review and reinforce learned skills and help all students obtain mastery.

A balanced approach to reading/language arts instruction includes experiences with reading, writing, listening, and speaking. Reading/language arts instruction begins early in life. Providing a good language foundation is crucial to creating interest in literature. Teachers support this interest through basic instruction as well as enrichment opportunities.

Osage Beach Elementary provides a rigorous, high-quality mathematics curriculum that will help enable their students to function effectively in the twenty-first century. Curricula are aligned with the Missouri Show-Me Standards, and recommendations from the National Council of Mathematics Teachers. The goal at Osage Beach Elementary is for our students to become effective problem solvers equipped with critical thinking skills. Students learn mathematics with understanding, actively building new knowledge from experience and prior knowledge.

Developing the scientific process skills of observing, classifying, comparing, measuring, predicting, communicating, analyzing, interpreting, and inferring are the basics of the science program. The curriculum encourages the students to actively engage in the scientific process. They participate in exploration and experimentation. Science kits, demonstration videos, and overheads are teaching tools utilized to cover the concepts.

Lessons in social studies emphasize geography, culture, and history. Teachers bring to life the knowledge, skills, and democratic values that students need to participate successfully in a diverse society. At Osage Beach Elementary we feel that it is our job to prepare our students to be responsible and productive citizens in our nation's modern economy. The core disciplines of our social studies program are history, geography, government, and economics. All students develop the necessary life skills such as map reading, graph manipulation, and data organizing to deal with the world of information.

The fine arts encourage experimentation, nurture creativity, and develop powers of discrimination and evaluation of an aesthetic sensitivity to life's experiences. The fine arts curriculum includes production/performance, criticism/analysis, aesthetics, and history involving all three of the learning domains – cognitive, psychomotor, and affective.

The combination of technologies integrated between the library and the classroom, provide many opportunities for teachers and students, including Internet access. The computers allow for practice of mastery of skills, researching skills, problem solving, creative writing, and publishing. Teachers are able to use the technological resources to integrate curriculum and student projects.

The goal of the district and the school is to provide its students with rigor through a thinking curriculum, thus providing them with a strong infrastructure upon which life long learning may be built.

2a. (Elementary Schools) Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.

Our reading curriculum program is supported by utilizing a balanced literacy approach. This literacy framework provides a comprehensive and multi-faceted approach to reading, writing, and word study instruction. When research-based techniques are used in conjunction with one another, setting aside a large block of uninterrupted time for direct reading instruction in small groups, teachers can create powerful reading programs. Our district believes that this reading curriculum has the best fit to meet our district's mission, goals, and beliefs.

Each day, teachers engage children in a variety of reading and writing experiences. These include extensive amounts of daily reading, rereading of familiar materials, and a variety of daily writing opportunities, phonics instruction, and reading with support or guided reading. Participation in read aloud, independent, shared and guided reading gives students many opportunities to read a range of leveled materials. Through the use of strategy-based instruction, flexible grouping, leveled materials and intensive one-on-one tutoring, all students are given the avenues to reach success. Children are grouped and regrouped in a dynamic process that involves ongoing observation and assessments (running records). Throughout, emphasis is placed on comprehension and fluency.

The balanced literacy program used at Osage Beach Elementary ensures that all students are provided with appropriate and adequate materials to develop skills to be competent readers and writers. Model classrooms have been established in these grades and all students participate in a variety of enriching experiences designed to accelerate progress and promote independence. Teachers document progress of every student through systematic observation, using the Developmental Reading Assessment (DRA) or the Basic Reading Inventory (BRI). Reading Recovery is also available for selected first grade students. District Literacy Coaches provide on-going staff development. Parent involvement is encouraged through promoting "Meet the Author Night", "Book Fairs", and "Book Bags" that children take home at night so that they might read special books with their parents. The balanced literacy framework is a flexible organizational tool, which provides a means to differentiate instruction and offer a variety of literacy experiences to meet the need of all learners.

3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

Our Math Curricula is aligned with the Missouri Show-Me Standards and recommendations from the National Council of Mathematic Teachers. Students are systematically taught how to attack a math problem and determine if the answer appears to be correct. They are required to check their answers to make sure it "makes sense". They learn how to solve multi-step problems through the use of various strategies and work through difficult events of problem solving. Students are always required to explain how they got their answer and must show their work. Math games, practical math discussion, pattern blocks for geometric study, mental math work and problem solving help students learn to process mathematics at a high level. Instruction takes place through whole group, small group, and one-on-one. A variety of resources and materials are used in daily instruction that enhances higher order thinking skills, problem solving, critical thinking, and hands-on experience. Activities build new knowledge from experience and prior knowledge.

Computer programs, "Orchard" and the "Knowledge Box" are used to enhance basic skills and problem solving. When working with the classroom Smart Board, students use Internet sites for review and math concepts. They also use Comprehensive Math Assessment Workbooks that are set up like state assessments with multiple-choice questions, constructed response and performance events problems.

Students are required to know addition, subtraction, division, fractions, and multiplication facts or constantly be working to improve these knowledge-based facts. If students have not yet achieved proficiency in these areas, they are expected to use flash cards and practice at school and home, use

computer programs that have speed timed facts, and they are required to take “time tests” to advance their knowledge in these basic skills.

Every school day “A Problem of the Day” is assigned to all students to solve. The problem addresses an everyday type experiences that they must solve. In answering the problem, a student must restate part of the question and explain how they solved each part of the problem to find the final answer. All work must be shown. Students are allowed to discuss this problem with their families and the next day the problem is discussed in class with students giving the answer and explaining their solution.

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

Osage Beach Elementary teachers are devoted to making sure our instructional methods are as varied as the needs of our student population. Because we are a small school, we can easily identify individual needs and learning styles. This is paramount in the planning and completion of meaningful lessons tailored to each students needs. We live the belief of the direct connection among instructional strategies, student achievement and our ability to adapt teaching methods to meet the needs of the individual child. Every aspect of a student’s life at the school is connected with high expectations. This includes everything from behavioral expectations and academic excellence to student citizenship.

Students are actively engaged in learning through methods such as participation in a performance event or using interactive technology to enhance learning. The scientific method is used in hands-on activities to promote higher level thinking skills and organization of observations and facts. Performances and activities are frequently used as part of our Drug Free Schools/Character Education program. Smart boards, computers and other technologies are used daily by teachers to involve all students in higher level thinking activities. Students learn a variety of computer programs such as: Microsoft Word, PowerPoint and Excel, which will be valuable to the students throughout their academic careers and well into their future. Students are regularly engaged in independent projects involving use of the Internet for researching educational topics and communication. Presentations, problem solving and experiences utilizing multiple resources and technology are required of all of our students. This is part of our school culture and compliments the high expectations to which we hold students in all areas.

Writing is stressed in all areas of the curriculum. Cross-curricular units lend themselves to all types of writing including nonfiction, expository, and narrative. Persuasive writing and poetry allow students to delve more deeply into themselves for expressive purposes, exercising their unique creativity and the formation of educated opinions. Throughout every aspect of our curriculum the individual differences of each child are taken into consideration. Nothing accelerates success like building upon a child’s unique individual strengths. Each child is expected to excel to his or her potential and beyond.

5. Describe in one-half page the school’s professional development program and its impact on improving student achievement.

Professional Development is a priority at our district at every school level. The district conducts an annual Professional Development Survey of the teaching staff to help determine strategies needed to be used in the classroom to impact instruction, achievement, and advancement. The Professional Development schedule is made available to the staff to select those activities that meet their needs.

Osage Beach Elementary teachers are devoted life-long learners. We are committed to continuous self-improvement. A very high percentage of the teachers have either completed their Masters work or are currently working on a Master’s Degree. In light of this, the school has developed and maintains an atmosphere of professionalism that encourages life long learning through higher education and professional development activities.

Teachers assess their students' needs based on assessment data, observation of class dynamics, and their own experience. They are encouraged and inspired to attend classes that both promote their own learning and to target areas of concern shown through student testing. Workshops are sought out to help teachers reach levels of expertise in areas of professional need. For example: Currently our students' writing assessments show that they need additional practice in the area of non-fiction writing. Therefore, as responsive teachers, they are engaging in professional development in that area. Systematically addressing needs such as the aforementioned is the best way to increase student achievement. Skills and knowledge are honed to aid in the improvement of the overall classroom and in the education of each individual child.

Teachers and support staff recognize their own strengths and fields of interest. Everyone is willing to share knowledge with colleagues in formal in-house workshops and informally throughout each day. Some of our teachers are mentoring new teachers within our district. Our faculty is composed of many experienced veteran teachers; therefore our emphasis is on ongoing professional growth activities. We have committed much of our faculty meeting time to professional development activities. The easy rapport and strong support among our teachers makes it second nature to contribute an idea, a strategy, or a tidbit of information to each other. We all understand that continuing our growth as professionals is vital to the life of our educational community and to the strength of our students' achievement and success. This enables us to fulfill our goal to provide our students with rigor through a thinking curriculum, thus providing them with a strong infrastructure upon which life long learning may be built.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject Communication Arts Grade 3
 Test Missouri Assessment Program (MAP)

Edition/Publication Year Yearly Publisher CTB McGraw-Hill

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
At or above % Step One	100	100	100	100	100
At or above % Progressing	97	100	97	98	100
At or above % Nearing Proficient	93	97	82	86	97
At or above% Proficient	63	63	56	46	49
% Advanced	0	0	6	2	0
Number of students tested	30	32	34	50	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. <u>Free/Reduced Lunch</u> (specify subgroup)					
At or above % Step One	100			100	100
At or above % Progressing	100			100	100
At or above % Nearing Proficient	100			88	88
At or above% Proficient	33			35	38
% Advanced	0			0	0
Number of students tested	6			17	8
2. <u>Students on IEPs</u> (specify subgroup)					
At or above % Step One				100	
At or above % Progressing				100	
At or above % Nearing Proficient				67	
At or above% Proficient				17	
% Advanced				0	
Number of students tested				6	
STATE SCORES					
At or above % Step One	100	100	100	100	100
At or above % Progressing	94	93	94	93	91
At or above % Nearing Proficient	75	74	74	71	69
At or above% Proficient	35	34	35	32	32
% Advanced	1	1	2	1	2

Subject Mathematics Grade 4
 Test Missouri Assessment Program (MAP)

Edition/Publication Year Yearly Publisher CTB McGraw-Hill

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
At or above % Step One	100	100	100	100	100
At or above % Progressing	100	100	100	100	100
At or above % Nearing Proficient	100	94	96	100	94
At or above% Proficient	82	69	68	74	75
% Advanced	24	19	25	27	22
Number of students tested	33	32	44	34	32
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. <u>Free/Reduced Lunch</u> (specify subgroup)					
At or above % Step One		100	100	100	100
At or above % Progressing		100	100	100	100
At or above % Nearing Proficient		86	92	100	86
At or above% Proficient		57	69	58	57
% Advanced		0	15	17	0
Number of students tested		7	13	12	7
2. <u>Students on IEPs</u> (specify subgroup)					
At or above % Step One					100
At or above % Progressing					100
At or above % Nearing Proficient					71
At or above% Proficient					57
% Advanced					0
Number of students tested					7
STATE SCORES					
At or above % Step One	100	100	100	100	100
At or above % Progressing	98	97	97	97	97
At or above % Nearing Proficient	82	80	79	80	78
At or above% Proficient	40	37	38	38	37
% Advanced	8	7	8	8	8

State Reading Assessment Scores

3 rd Grade		Osage Beach Elementary			
	2000	2001	2002	2003	2004
Number of Reportable Students	33	50	34	32	30
Satisfactory and Above					
Number of Students	31	42	31	30	28
Percent of Students	94	84	91	94	93
Proficient					
Number of Students	18	20	21	19	19
Percent of Students	55	40	62	59	63
Satisfactory					
Number of Students	13	22	10	11	9
Percent of Students	39	44	29	34	30
Unsatisfactory					
Number of Students	2	8	3	2	2
Percent of Students	6	16	9	6	7
MAP Index	249	224	253	253	257

*Descriptors for Grade 3

Proficient -- Students scoring at the "proficient" level are able to go beyond the typical grade-level expectations for reading. They not only demonstrate mastery of basic reading skills, they are able to apply what they comprehend in complex and sophisticated ways. In particular, these students comprehend the elements of fiction and nonfiction -- identify main ideas, details, and synonyms and antonyms -- compare and contrast -- make and explain predictions and inferences -- identify implied cause and effect -- and identify and clearly define problems. These students may summarize and interpret the elements of fiction/nonfiction -- make complex inferences -- and interpret figurative language.

Satisfactory -- Students scoring at the "satisfactory" level are performing in the range that is typically associated with grade-level expectations. These students use basic reading skills to comprehend grade-appropriate text. In particular, these students identify the elements of fiction and nonfiction, relevant textual details, and obvious cause and effect -- draw conclusions -- organize information in a provided form -- use text to initiate research -- and read and comprehend a variety of texts.

Unsatisfactory -- Students scoring at the "unsatisfactory" level lack the basic reading skills needed to meet typical grade-level expectations. Although some students in this group may be near the "satisfactory" level and may be progressing in their reading skills, they are still performing at a low enough level to generate concern. In particular, these students locate general information in fiction and nonfiction -- follow brief directions -- identify simple similarities, basic story elements, and obvious problems -- make basic comparisons -- begin to organize information in a provided form -- and begin to use text to initiate research.

MAP Index* = (pct Unsatisfactory*1)+(pct Satisfactory*2)+(pct Proficient*3)

NOTE: The Reading Score is a combined reading score from the Missouri Show-Me Standards -- Communication Arts Standard 2 and Standard 3.

Source: Missouri Dept. of Elementary and Secondary Education Missouri Assessment Program (MAP)

Table Posted January 6, 2005

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Subject Math Grade 1
Test CTBS Complete Battery

Edition/Publication Year Annually Publisher CTB McGraw-Hill

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles X

	2004-05	2003-04	2002-03	2001-02	2000-01
Testing month	Sep	Sep	Oct	Oct	Oct
SCHOOL SCORES					
Total Score	84	74	70	65	69
Number of students tested	40	26	39	32	26
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
Percent of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
National Mean Score	84	76	69	63	68

Subject Reading Grade 1
Test CTBS Complete Battery

Edition/Publication Year Annually Publisher CTB McGraw-Hill

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles X

	2004-05	2003-04	2002-03	2001-02	2000-01
Testing month	Sep	Sep	Oct	Oct	Oct
SCHOOL SCORES					
Total Score	72	85	73	75	70
Number of students tested	40	26	39	32	26
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
Percent of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
National Mean Score	76	82	74	71	70

Subject Math Grade 2
 Test CTBS Terra Nova Multiple Assessment

Edition/Publication Year Annually Publisher CTB McGraw-Hill

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles X

	2004-05	2003-04	2002-03	2001-02	2000-01
Testing month	Sep	Sep	Oct	Oct	Oct
SCHOOL SCORES					
Total Score	72	56	78	69	74
Number of students tested	34	36	33	27	34
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
Percent of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
National Mean Score	77	65	72	72	70

Subject Reading Grade 2
 Test CTBS Terra Nova Multiple Assessment

Edition/Publication Year Annually Publisher CTB McGraw-Hill

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles X

	2004-05	2003-04	2002-03	2001-02	2000-01
Testing month	Sep	Sep	Oct	Oct	Oct
SCHOOL SCORES					
Total Score	76	70	70	76	63
Number of students tested	34	36	33	27	34
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
Percent of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
National Mean Score	71	64	67	68	62

Subject Math Grade 3
 Test CTBS Terra Nova Multiple Assessment

Edition/Publication Year Annually Publisher CTB McGraw-Hill

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles X

	2004-05	2003-04	2002-03	2001-02	2000-01
Testing month	Sep	Sep	Oct	Oct	Oct
SCHOOL SCORES					
Total Score	55	55	60	39	52
Number of students tested	39	31	33	37	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
Percent of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
National Mean Score	59	63	62	45	57

Subject Reading Grade 3
 Test CTBS Terra Nova Multiple Assessment

Edition/Publication Year Annually Publisher CTB McGraw-Hill

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles X

	2004-05	2003-04	2002-03	2001-02	2000-01
Testing month	Sep	Sep	Oct	Oct	Oct
SCHOOL SCORES					
Total Score	73	77	57	64	65
Number of students tested	39	31	33	37	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
Percent of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
National Mean Score	71	76	64	62	67

Subject Math Grade 4
 Test CTBS Terra Nova Multiple Assessment

Edition/Publication Year Annually Publisher CTB McGraw-Hill

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles X

	2004-05	2003-04	2002-03	2001-02	2000-01
Testing month	Sep	Sep	Oct	Oct	Oct
SCHOOL SCORES					
Total Score	74	69	71	71	79
Number of students tested	31	33	34	45	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
Percent of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
National Mean Score	75	71	67	70	77

Subject Reading Grade 4
 Test CTBS Terra Nova Multiple Assessment

Edition/Publication Year Annually Publisher CTB McGraw-Hill

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles X

	2004-05	2003-04	2002-03	2001-02	2000-01
Testing month	Sep	Sep	Oct	Oct	Oct
SCHOOL SCORES					
Total Score	83	77	58	68	72
Number of students tested	31	33	34	45	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
Percent of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
National Mean Score	82	80	58	66	71

Subject Math Grade 5
 Test CTBS Terra Nova Multiple Assessment

Edition/Publication Year Annually Publisher CTB McGraw-Hill

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

	2004-05	2003-04	2002-03	2001-02	2000-01
Testing month	Sep	Sep	Oct	Oct	Oct
SCHOOL SCORES					
Total Score	76	71	77	75	69
Number of students tested	44	33	44	33	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
Percent of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
National Mean Score	78	69	79	68	73

Subject Reading Grade 5
 Test CTBS Terra Nova Multiple Assessment

Edition/Publication Year Annually Publisher CTB McGraw-Hill

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

	2004-05	2003-04	2002-03	2001-02	2000-01
Testing month	Sep	Sep	Oct	Oct	Oct
SCHOOL SCORES					
Total Score	71	69	67	78	58
Number of students tested	44	33	44	33	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
Percent of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
National Mean Score	76	64	74	76	66